

THE CORRELATION BETWEEN SPOTIFY APPLICATION TO THE IMPROVEMENT OF EFL LISTENING COMPREHENSION

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Abstract

The aim of this study is to investigate the impact of Spotify on EFL Listening comprehension. Spotify is an application for listening to English songs to determine what words the singer said and the song's meaning. The researcher uses a qualitative research design—the data taken from questionnaire to fifth-semester English Department Students in Tidar University through google form. The objectives are: (1) to investigate the impact of EFL listening comprehensions through Spotify. According to the findings, Spotify has a significant effect on EFL students' listening comprehension. Furthermore, the questionnaire results revealed that students have a favorable attitude toward the use of Spotify in listening exercises. Spotify, according to participants, provided active learning, exciting activities such as listening to music with lyrics and also meaningful podcasts, which made them feel more motivated to learn English. This study suggested that teachers use Spotify to teach listening because of its effectiveness as a technology-based learning tool.

Keywords: EFL, Impact, Language Teaching, Listening Comprehension, Spotify

INTRODUCTION

One of the most important aspects of teaching English as a foreign language is to educate students on how to grasp what they are listening to. According to Gilakjani (2011), listening comprehension is a conscious and active process in which the listener generates meaning through the use of cues from the knowledge and contextual information from previous knowledge and relies on a number of strategic resources to accomplish task needs. Lindsay (2006) said although listening is a receptive skill, it is important in the process of comprehending what people say. Here, listening gives input for learners during the language learning process. The learning process will not begin if students do not know the input (Rost, 1994).

Rezaei & Fatimah Hashim (2013) states the listening process is usually skipped in most language classrooms at the expense of the listening outcome. Listening awareness can be achieved through macro and micro listening skills. Vandergrift and Tafaghodtari (2010) assert metalinguistic awareness and explicit teaching are critical components of listening comprehension tasks. Brown (2015) provides a simplified list of conversational listening micro- and macro-skills. Micro-skills are related to the discourse level of organization, while macro-skills are related to the sentence level of organization.

Micro skills:

1. "Retain chunks of the language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
4. Recognize reduced forms of words.



5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms"(P.327).

Macro skills:

1. "Recognize cohesive devices in spoken discourse.
2. Recognize the communicative functions of utterances according to situations, participants, goals.
3. Infer situations, participants, goals using real-world knowledge.
4. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Use facial, kinetic, body language, and other nonverbal clues to decipher meanings.
7. Develop and use a battery of listening strategies, such as detecting keywords, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof"(P.327).

Songs are significant aids in EFL (English Foreign Language) teaching because as most teachers know, students like listening to music in the language classroom (Ocak, 2012: 333). Those frequently have strong opinions on music, and students who are normally quiet might become quite chatty while discussing it. As a result, the students will be motivated to improve their listening skills. Furthermore, most students enjoy listening to music; they are not bored while listening to music or podcasts through the application.

Learning English through applications is one of students' preferred methods of teaching. Students don't have to sit in a classroom to study English; they may realize it anywhere and at any time. Students today are highly familiar with Smartphones; in fact, they are wiser and know how to use Smartphones than the elderly. Introducing appropriate technology into a classroom can have various positive effects on students, particularly in listening classes. Having a listening class without technology may bore students, especially since the majority of students today are millennials. They require a suitable "device" to attract and maintain their attention during the listening class.

In the teaching and learning process, technology is extremely beneficial. Both teachers and students can benefit from the use of technology. The use of technology as a teaching and learning medium can solve problems that teachers and students face (Wulanjani, A. N., & Indriani, L.,2019). Because language teaching is linked to technology, it is beneficial for teachers to adapt to the digital world to boost student interest in studying English. Using technology can also be used to help students learn to listen better. Now, we discuss technology to embrace things like radio, TV, video, telephone, fax machines, and computers (Terry, 2000). Spotify is one of



many technologies which is frequently used by students. Spotify is a popular audio streaming service launched in Europe in 2008 and has since expanded to most major markets, including the United States, Canada, and Australia (Stephenson,2020). The program is best known for its music streaming service, which allows users to listen to music from major labels on the web or through the official Spotify app. In addition to streaming music, this software may be used to listen to podcast audio. Conor (2020) states that listening to a Spotify podcast is the best method to develop one's listening skills. Listening to someone speak while not being able to see them is a beneficial exercise. This will be useful when we are on the phone speaking English or interacting with someone from a different culture who has a different body language. We can also learn how to use new vocabulary and comprehend how others speak English. It's vital to understand how to use new phrases effectively, and most English professors offer podcasts to help

There are some previous studies related to the topic we chose. The first is the use of podcasts in listening skills that was conducted by (C. Bona, 2017). There the researcher states that Spotify can improve students' listening skills. The other study by (W. R. Ghaniyya, 2020) about the effectiveness of Spotify as media in teaching listening proves that there were significant positive differences between students before and after being taught by using Spotify. According to Yusuf Yuliyanto (2017), in his research, songs in listening class could be utilized to boost student attention during the learning process. Students appreciate using songs to increase their interest in listening class since it indirectly trains the students' skills, allows them to enjoy the activities, and makes it simpler for them to absorb the information. The song can also be used to boost students' abilities when compared to other ways because it will allow them to learn a lot of new techniques through entertaining learning activities. According to Tri Listiyaningsih (2017), listening to English songs helps increase listening skills since songs can be used as a medium to develop listening skills. When someone learns the English language, they should understand the listening skill because it is one of the skills that must be understood when studying the English language.

Based on the researchers' experience, many students felt sleepy and bored during the teaching listening process. Most of them cannot comprehend what they have listened to. Moreover, some students also felt lazy because the media which is used by the teacher was monotonous. Therefore, students lack motivation when they have to join listening classes. Dawes (2001) said ICT (information and communication technologies) enable effective communication between teachers and students in ways that were not previously possible, and they have the potential to support education across the curriculum. Here, media refers to the tools used by teachers to deliver or facilitate subject matter when teaching in a listening class.

Considering the inherent conditions, researchers are curious to explore if the Spotify application impacts EFL students' listening comprehension. As a result, we choose the title "The Impact of Spotify on EFL Listening Comprehension." By investigating the impact of Spotify in students' learning listening process, teachers can know whether it is beneficial or not to students, and by reading this article, the teachers can conduct a creative learning process by using media that can boost the students' ability in listening comprehension. The objective of this research is to investigate the impact of EFL Listening Comprehension using Spotify.

METHOD

To collect the data, the researcher uses descriptive qualitative. Qualitative research is documented analysis expressed in words and meaning rather than numbers or statistics



(Streefkerk, 2021). It is used to comprehend ideas, thoughts, and experiences. This form of research allows you to learn more about topics that are not well-understood. Standard qualitative methods are standard qualitative methods for interviews with close-ended inquiries, observations reported in words, and literature reviews that investigate concepts and theories. Furthermore, this study concentrated on EFL students. The researchers choose students from the English Department of Tidar University in a fifth-semester as the participant in this research. The study attempts to identify the impact of Spotify Application on EFL listening comprehension. According to Ahmed (2015), there are five English listening skills: predicting content, listening for gist, recognizing signposts, listening for details, and inferring meaning. The researcher used the questionnaire method to collect the data. The researcher will distribute questionnaires close-ended to the 30 participants through google form to collect the data and then analyze the result. The questionnaires were adapted from SINTA, N. (2021). The questionnaires consist of five questions related to the activity of the EFL when using Spotify. By listening through Spotify, I am better at predicting the content when I listen to some things, Spotify can help me to listen for gist, Spotify helps me to listen for details, Spotify can help me to infer the meaning, My English listening test result is related with my habits in using Spotify. The participants are expected to complete the questionnaires by selecting the most appropriate option from a 5-level Likert Scale labeled as strongly agree, agree, neutral, disagree, and strongly disagree. The steps are:

1. Choose the participant of the survey
2. Decide the type of survey (google form)
3. Arrange the layout and survey questions
4. Distribute the survey to the participant
5. Analyzing the response of the participant
6. Write the result.

RESULT AND DISCUSSION

Results

The teaching and learning process is not only determined by the competence of teachers and students but also by the right learning media. That is why learning media is essential in the teaching and learning process.

The information was acquired as a result of the questionnaire. The findings of this study are separated into six sub-sections based on the students' responses to the questions. The results of the survey are shown in Table 1 below.

Table 1: Result of the Questionnaire Responses

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Spotify really helps me to get better comprehension in listening skill	18.4%	26.3%	26.3%	15.8%	13.2%
2	By listening through Spotify, I better in predicting the content when I listen to somethings	21.1%	21.1%	28.9%	23.7%	5.3%
3	Spotify can help me to listen for gist	13.2%	31.6%	26.6%	23.7%	5.3%



4	Spotify help me to listen for details	15.8%	28.0%	23.7%	21.1%	10.5%
5	Spotify can help me to infer the meaning	10.5%	34.2%	23.7%	21.1%	10.5%
6	My English listening test result is related with my habits in using Spotify	18.4%	18.4%	23.7%	28.9%	10.5%

Discussion

When asked about the impact of Spotify on their English listening comprehension, the students said it has a positive effect. 18.4% of students strongly agree, 26.3% of students agree, 26.3% of students neutral, 15.8% of students disagree, and 13.2% of students strongly disagree. In light of the importance of listening skills, the researchers inquired about the impact of using Spotify to improve their English listening comprehension. For the first skill, being able to predict content, 21.1% of students strongly agree that Spotify can assist them. Moreover, 21.1% of students agree, and 28.9% are neutral. There are 23.7% of students who do not agree, and 5.3% of students strongly disagree. For the second skill, 13.2% of students agree with the statement, 31.6% agree, 26.6% neutral, 23.7% disagree, and 5.3% strongly disagree. The third skill is to listen for details; 15.8% of students strongly agree that Spotify can help them, 28.0% agree, 23.7% neutral, 21.1% disagree, and 10.5% strongly disagree. The fourth skill is listening to guess the meaning or infer the meaning, 10.5% of students strongly agree, 34.2% of students agree, 23.7% of students are neutral, 21.1% of students disagree, and 10.5% of students strongly disagree.

According to the close-ended question, students believe Spotify can help them enhance their English listening skills. When it is proven that the students' Spotify habits are related to their English listening course test results, 18.4% students strongly agree, 1.4% students agree, 23.7% students neutral, 28.9% students disagree and 10.5% students strongly disagree. According to the close-ended question in this part, the students believe that Spotify can help them master their English listening course and boost their English listening exam results. There are still students who think that Spotify is not enough to help them in English learning.

CONCLUSION AND IMPLICATION

Based on the result above, the conclusion is: English Department Students in fifth-semester believe that Spotify can help them improve their English Listening skills. Most of the participants feel the impact of Spotify when they are learning by listening to Spotify. Because of their habits using Spotify to listen to songs and podcasts, they can get benefits like can get better comprehension in listening skills, better in predicting the content when I listen to something, and it can help them to listen for gist and details, infer the meaning. They enjoy using these applications. Furthermore, the other of the participants feel neutral; it shows that some students think enough about using Spotify to improve their listening skills, and others feel not enough when using this application. They still need another exercise to boost their ability. Finally, this Spotify application is highly recommended to the student when learning listening comprehension and also for the teacher to create their listening class more interactive and fun by using some features in this application like songs and podcasts.



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